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PROMOTING CULTURAL AWARENESS: AN INTEGRATIVE
WORKSHOP FOR ASSISTING ESL LEARNERS IN
THEIR PROCESSES OF ASSIMILATION

Presented to
The Graduated Program of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

By
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Abstract

The purpose of this project is to awaken awareness among educators about the cultural and academic difficulties ELLs face during their transitions to the American classrooms and culture, and to promote strategies to use in mainstream classrooms with ELLs population. This project offers clear strategies educators can implement in their core classes to help ELLs better endure their academic and cultural adaptation processes.

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Chapter 1: Introduction

The goal of any English as a second language (ESL) teacher is to provide education that makes it possible to learn a second language, ease students' cultural assimilation and adaptation processes, as well as interact and grow personally and professionally along with students and members of the community.

I am beginning my fourth year as a Spanish as a second language teacher at a High School in rural North Carolina. I also worked as an English as a foreign language (EFL) teacher in elementary, middle, and high school in Colombia from 2005 to 2016 and led educational projects in ethnography and anthropology with college students. Having the opportunity to work in Colombia as an EFL teacher and with projects related to education has awakened an interest within me, a respect toward cultural differences, and has led me toward advocating respect, inclusion, equity, and equality among the educational communities. My experience in Colombia and in the United States has made me ponder about the cultural scenarios where education and language intertwine and the importance of educating healthy and well-developed individuals who are capable of interacting with and participating in a community that respects each other's ideas.

In my personal experience living in the United States, I have noticed that in my workplace, many lessons focus almost entirely upon exam results while disregarding the critical aspects involving formative components. Although it is true that ESL students need to be academically prepared to be competitive in their new environment, it is also pivotal to understand their cultural backgrounds. Teachers need to be experienced in engaging ESL

students in activities related to social skills and emotional control, activities that involve group cooperation and creation, and the promotion of equity. These activities are the cornerstone in overcoming academic and cultural frustrations and are not only necessary to succeed academically, but to help the students in their adaptation processes.

Every day, teachers have the opportunity to understand ESL students and work in favor of thousands that come to the United States every year. Sanchez (2017) found that “in the United States more than 5 million schools need to be educated in English as a Second Language and other subjects” (para. 2). It is teachers’ responsibility to provide instructions to ESL students that help them in their academic and adaptation processes. Teachers must design lessons that promote inclusion, as well as use the accommodations suggested for working with the ESL communities (students and parents), accordingly.

Mather and Foxen (2016) stated that “by 2023 the racial and ethnic composition of school is going to have a 30% of the population as Hispanic” (p. 20). Every year, the ESL population grows. Students are coming from not only Hispanic countries, but also from China, Vietnam, Yemen, and many other places. The social crises the world is currently undergoing has caused millions of people to emigrate from their home countries.

Sanchez (2017) also found that in North Carolina, most of the ESL students speak Spanish, Chinese, Vietnamese, or Arabic. This variety of cultures and languages demands global education and well-prepared teachers that can assure the same educational opportunities for everybody.

Sanchez (2017) also stated that “ESL students are struggling because they have little or no access to quality instruction tailored to their needs and many states invest in the simplest and lowest cost ESL methods” (para. 9). Resident teachers should know about this situation and

consider the extent to which it affects their ESL population in order to help them to reach their academic and personal goals.

The State of North Carolina is committed in providing education to ESL students to help them succeed academically and personally in their new culture. In 2008, North Carolina joined the World-class Instructional Design and Assessment (WIDA) and has provided professional development to ESL teachers in order to improve their teaching practices. In my county, there are many institutions where the ESL programs have provided positive results among the ESL community. In these schools, administrative support has been pivotal; nevertheless, there are other institutions where the programs implemented have not been as effective because of the lack of commitment on the part of the school administration.

Most of the improvement plans made for ESL students in this county emphasize an improvement of test scores, literacy skills, and communicative skills. While this is important, I strongly believe that offering all teachers the needed strategies in order to create awareness of the cultural differences and necessities of the ESL students will have a tremendous impact on not only the ESL community, but the teachers as well. Students not only need help with learning a second language, but also need assistance with the emotional support that is necessary to adapt to a new culture.

Thus, I created a workshop for teachers of any content area to awake awareness of the realities of the ESL students in y part of the country, as well as strategies needed to help them to succeed personally and academically. This workshop is be a valuable experience for teachers; it is an opportunity to share and learn together. The workshop participants identify their ESL students' needs and explore new strategies to implement new approaches with their students in order to help them with the language acquisition and the adaptation process to the new culture.

The need of cultural components and awakened awareness has been documented. I used this research to create a 90-minute workshop to raise awareness of the importance of knowing ESL students. The workshop contains five stages. The first stage is to identify ESL students in the classroom. Teachers explore the contexts from where the ESL students are from, the reasons they had to migrate to the United States, their families' composition, the problems they face daily, their status: refugees, immigrants or undocumented, their literacy processes, and the challenges they have to face in the new culture. In this stage, teachers will have the opportunity to reflect on the current ESL students' situations.

The second stage is about the history of ESL students in the United States. At this point teachers show evidence from the statistics in the last decades related to migration, how it will look in the upcoming years, what changes in the educational systems should be made to fulfill the community needs, what ESL educational programs are the institutions in Wayne County implementing, and what programs have been successful.

The third stage is a reflection about what their role is as teachers concerning this situation and what they can do to ease the adaptation and acculturation processes among the ESL community. The fourth stage is a reflection about the standardized test ACCES, including pros and cons, and how to work along with the educational system requirements. In addition, the last stage offers simple strategies teachers can implement every day in their classrooms in favoring the ESL students and the workshop conclusions.

This workshop is an opportunity to awaken awareness among educators and offer teachers valuable strategies to implement in their classrooms. Generations are changing, and social changes are happening. Teachers are the cornerstone of education; it is important to assist

them in helping ESL students. Additionally, ELLs need help with their acculturation processes, and helping students will certainly contribute to a better society.

Chapter II: Literature Review

Within the last several decades, people from around the world have migrated to the United States due to a multitude of social and economic problems that many of their home countries have faced. Sanchez (2017) found that the number of ESL students in public schools has increased dramatically in recent years. Although many schools have created programs that suit the ESL students' language and academic necessities, for many educators, it is nonetheless challenging to help ESL students adapt to a new culture while also encouraging academic success in their areas of study. The following literature review presents the potential hardships faced by many immigrants and their families during their previous lives in their home countries, as well as the issues they subsequently face when they enter the United States. It also addresses the problems English Language Learners (ELL) may have while adapting to the educational system, and offers strategies that teachers can implement to ease the process of adaptation.

A Brief History of Migration

Koser (2016) explained briefly the history of international migration and claimed that this history stems from ancient populations that resided in Africa where millions of Homo Erectus and Homo Sapiens migrated to Europe, initially, and later toward Asia and then the rest of the world. Cohen's (year, as cited in Koser, 2016) research found that the predominant migration event that occurred during the 18th and 19th centuries was the forced transportation of slaves during which an estimated 12 million people were forcibly moved from Africa to the New World during the transatlantic slave trade. Koser (2016) added that the next great instance of migration

was followed the industrial revolution, which led to the recognition of the United States as a powerhouse of industry and production.

Koser (2016) found that during this period, people from Europe and Ireland continued to arrive in the United States until the occurrence of the Great Depression during the 1930s. After World War II, yet another period of mass migration occurred when industries needed extra labor to recover from the post war economy. In the early 1990s, an international migrant labor boom occurred in the United States and many millions of immigrants arrived in the country. According to Koser (2016), migrations have occurred throughout the entirety of human existence and have been triggered by economic and social changes around the world. Revolutions and war, civil war and government coups, economic inequality, nation-building and political transformation are all common factors that can lead to migration. Other related causes include social inequality, local conflicts, unethical persecutions, and dispossession. All of which encourage people in search of a better place to live. Kosser (2016) stated that migration has been a necessary component of human evolution throughout history, and it continues to be a crucial element in our collective societies to this day.

Immigrant Students in US Classrooms

In order to create cultural awareness among educators to assist ELLs with their cultural and academic assimilation processes, it is important to understand the causes that have led these families to migration, as well as the importance of migration within the structure of our society. According to Koser (2016), the quantity of migrants has increased by 20 percent worldwide. Koser (2016) found that migrants in search of economic stability work incredibly hard in order to be able to access the benefits of their new country; however, the integration process is

exceedingly difficult due to myriad reasons, including differences in cultural backgrounds, language barriers, ethnocentrism, xenophobia and widespread anti-immigrant sentiments. Koser (2016) found that, currently, among the many reasons a person may migrate to another country, predominant factors are the global financial crisis, ongoing conflict and war in the Middle East, panic arising from pandemics, and extreme violence.

According to the Migration Policy Institute (MPI, 2016) American society has changed significantly in recent decades, and around 30 million people—both documented and undocumented entered the country in search of better opportunities for themselves and their families. This migration phenomenon affects American classrooms, and the way public schools chose to handle this phenomenon determines how well-prepared and capable future laborers will be in order to compete in the global economy. Howard and Taylor (2015) stated that the immigrant population has significantly grown in North Carolina. Public schools feel the impact of this migration. In order to adjust and provide a smooth transition to the newcomers, schools and teachers need to be prepared. Adelman and Taylor (2015) found that acknowledging these matters could help public schools and teachers prepare and plan for future problems in order to assist immigrant students to reduce the stress ELLs may experience at school.

Adelman and Taylor (2015) stated that it is imperative for teachers to reflect on the number of new ELLs that enroll in public schools. After teachers acknowledge the statistics and the amount of newcomers, then they can easily visualize the impact that the migration phenomenon has within the school structure and society—as well as the impact it will have in the future. O’Neal, Ringles and Rodriguez (2008) claimed that teachers must understand the importance of scaffolding their lessons to help ELLs integrate and mitigate language barriers and stress.

The NC Department of Public Instruction (2019) stated that around 262,100 students — approximately 17% of the total student population — speak a primary language other than English at home. Out of the 262,100 students, 116,357 are identified as ELLs. Thus, approximately 7% of the student population are ELLs. The top five languages spoken at home are Spanish (16.4%), Arabic (0.44%), Vietnamese (0.26%), Chinese (0.25%), and Hindi, Indian, and Urdu (0.21%) (Department of Public Instruction 2019). Howard and Taylor (2015) also found that by 2023, the Latino student population is “projected to make up 30% of early childhood through grade 12 enrollments” (p. 20).

Zuñiga, Lachance, Aquino, and Guerrero (2019) explained that speaking a second language not only represents bilingualism, but also represents cultural and diversity understanding. The NC Department of Public Instruction (2019) stated, “Students who speak more than one language come to school with the globally competitive advantage of bilingualism or multilingualism and multicultural perspectives” (p. 2). In the classroom, teachers must know and acknowledge students who speak languages other than English. They must also encourage culturally diverse students to share their languages and culture with their classmates. When teachers acknowledge and celebrate their students’ cultural diversity, the students begin to feel included with others. The NC Department of Public Instruction (2019) is aware of the rapid growth of the ELL’s population and for the most part is committed to it. North Carolina offers programs that help ELLs reach their academic goals and better adapt to the new culture.

The NC Department of Public Instruction (2019) stated that currently there are 18 languages that are being taught in public schools. English is the predominant language in NC public schools; however, school administration promotes language diversity as one of the strategies implemented to integrate newcomers’ cultures with the American culture. The NC Department of Public

Instruction (2019) reported that there are currently 170 dual/immersion programs. NC schools offer a variety of programs, professional development, and have qualified personnel; nonetheless, some ESL and non-ESL educators are unaware of the importance in acknowledging culturally diverse populations in order to assist their process of cultural adaptation. Smith-Davis (2004) found that cultural and communication barriers exist between teachers, students and their parents. Smith-Davis (2004) also found that it is difficult to involve parents with the education process because of the lack of the language mediation. Esparza (2012) affirmed that the process of integration and cultural adaptation is always stressful for both parents and students.

How Teachers Can Participate

Rodriguez, Ringles, O’Neal, and Bunn (2009) stated that teachers influence students’ academic process as well as their success. Teachers also contribute to the formation of the students’ cultural and academic identity. According to Rodriguez, et al. (2009), teachers can also help students understand administrative procedures in schools. O’Neal, Ringles and Rodriguez (2008) argued that when teachers understand students’ culture and care about their background knowledge, teachers could design effective lessons stressing multicultural diversity within the classrooms. Arroyo (2018) found that teachers’ attitudes and perceptions related to ELLs might negatively affect the ELL’s academic and adaptation process. However, Rodriguez, et al. (2009) claimed that teacher expectations and positive attitudes influence ELLs’ academic success. Thomson (2010) found that teachers who are culturally competent tend to be more inclusive with ELLs than other teachers are. O’Neal, et al. (2008) found that many teachers do not feel they are prepared to teach ELLs. Therefore, school districts need to offer professional development and workshops that provide strategies to work with culturally diverse communities and students.

O'Neal, et al. (2008) found that ESL teachers are prepared to work with culturally diverse students, but the mainstream classroom teachers do not have a license or experience in teaching ESL students.

Arroyo (2018) discovered that most teachers believe that professional development and training should be offered to mainstream content areas teachers, specifically those working with culturally diverse students. Arroyo (2018) affirmed that most teachers want to help and be a part of ELL's' educational processes, but the insufficient training and resources hinder their ability to contribute. Arroyo (2018) also remarked that when students sense frustration in their teachers, they find it is more difficult to adapt and learn.

O'Neal, et al. (2008) found that most of the professional development and teacher training offered by the districts has not been effective, nor have they prepared teachers for the diversity of the population of ELLs. Even though the majority of teachers showed interest in participating in professional development. Thomson (2010) stressed that teachers that are culturally aware and competent tend to be more inclusive with the ELL communities than teachers who have not been trained to work with culturally diverse students. Thomson (2010) also explained that culturally competent teachers in literature have bigger and more diverse social networks than teachers with no experience in teaching culturally diverse students. Zuniga, Lachance, Aquino and Guerrero (2019) claimed that bilingual education teachers bring more language socialization experiences into the classrooms, and Arroyo (2018) emphasized the importance of explaining to mainstream teachers what language transferring means in order to help them understand and reach their students' needs.

An integral part of ELLs' education is how schools and teachers involve parents in students' academic and cultural assimilation processes. Bullard (2008) claimed that in most of

the cases, teachers and administrators do not know what difficulties parents might have, or how parents feel about their children's experiences at schools. Bullard (2008) pointed out that in most cases school staff do not recognize the parents' endeavors and practices at home, nor the problems and difficulties their experiences as immigrants have brought to their children's lives. Teachers must participate actively in the ELL's education practices. O'Neal, et al. (2008) claimed that public schools and institutions are responsible for providing education and preparation to teachers when working with culturally diverse students. O'Neal, et al. (2008) found that the curriculum in teacher education must be updated to help teachers fulfill the needs of ELLs populations.

Programs Models

In 2002, the No Child Left Behind Act passed to guarantee academic improvement in schools and educational success for all students. This act required that schools increase their teacher professional development sessions and prepare ESL and mainstream teachers to be highly qualified educators by 2005/2006 (O'Neal, et al., 2008). Perez (2008) claimed that the NCLB Act had a big impact in public school and preschools. It focused on young children and assessment, implementing learning standards for early students. Dennis (2017) claimed that in 2015 President Barack Obama enacted a law that demanded the NCLB Act to be replaced by the Every Student Succeed Act (ESSA). The North Carolina Department of Public Instruction ESL/Title III (2020) pointed out that the implementation of ESSA as a replacement of NCLB bring more opportunities for educators to assist the ELLs in their academic and cultural adaptation success. ESSA offers federal support for ESL programs from kindergarten to high school.

Harris (2010) pointed out that because of the demands for quality education and the current structure of high schools, public schools and educational institutions need to develop strategies that help with the major endeavor of educating students with no discrimination towards any student. According to Harris (2010), Title IV of the Civil Rights Act of 1964 assured protection to people in the United States from any discriminatory act related to race, color, or national origin. According to Harris, ELLs have the right to have equal educational opportunities no matter what country they come from or the language they speak. Harris also stressed the mission of the Bilingual Education Act of 1968, which provided funds for bilingual educational programs to students from low-income families; set these programs enabled students to continue using their first language while they were learning English. The implementation of the NCLB Act made public schools responsible for high quality education of the ELLs population. Harris (2010) also claimed that the NCLB Act pointed out the needs of this at-risk population. Greene (2015) stated that NCLB Act explicitly identified the Limited English Proficiency (LEP) population and emphasized the importance of assuring that this population improve its English proficiency level in order to be accountable for the same academic standards as their English native speaking peers.

Herrera and Murry (2016) presented a range of program models for CLDs. Understanding the program models is pivotal for making the appropriate selection of methods that suits ELLs' needs. According to Herrera and Murry (2016) there are currently five program models offered to ELLs. English as a Second Language (ESL), also known as ESOL (English to speakers of other languages), is a model that has three variations: ESL content models, ESL pull-out models, and ESL subject models. The other four program models include the Transitional Bilingual Education program model, developmental bilingual education, two-way immersion

(also known as dual language programs), and limited-use program models, the last of which are divided into newcomer's programs and second foreign language immersion (Herrera and Murry, 2016). The North Carolina Department of Public Instruction (2020) revealed that the North Carolina migrant education program (NCMEP) manages 30 LEA-based programs in 29 counties. Pugh-Walker (2016) also found that Sec. 1120 of the Elementary and Secondary Education Act (ESEA) of 1965 demands local education agencies (LEAs) to offer equal education opportunities to all the students.

O'Neal, et al. (2008) argued that the pull-out programs models implement by many schools are no longer adequate to fulfill the needs of the student population. Zuñiga, et al. (2019), however, pointed out that in order for emerging bilingual students to reach a satisfactory academic level in their new environment, schools must implement enrichment-based instructions in more than one language. Finally, Zuñiga, et al. stated that all students have the right to be able to access quality education that can help them reach their academic goals.

Standardized Test: ACCESS

Sugarman and Geary (2018) stressed the importance of world languages being taught within schools, arguing that the key to global acceptance and understanding is world language education. Consequently, public schools need to adapt to the new challenges. Greene (2015) stated that in 2018, NC joined the WIDA (World-class instructional Design and Assessment) consortium and implemented the ACCESS test (Assessing Comprehension and Communication test in English State-to-state) for ELLs. The North Carolina Public Schools system currently implements ACCESS to assess the ELLs population. Fox and Fairbairn (2011) explained that "ACCESS is a large-scale, high-stakes, 1 standards-based, and criterion-referenced English

language proficiency test administered in the United States annually to more than 840,000 English Language Learners (ELLs), in K-12 classrooms.” (p.1) The ACCESS test was developed by WIDA. ACCESS evaluates the social and academic English language skills implementing the four language abilities (reading, speaking, listening, and writing). It also assess the language used in language arts, mathematics, science, and social studies. WIDA (2020) claimed that “The standards have been aligned to the academic content standards of the 24 WIDA member states and they have been adopted by Teachers of English to Speakers of Other Languages (TESOL)” Every year, ELLs take an English language proficiency test until they reach the satisfactory proficiency level. Greene (2015) explained that for students to complete the ESL program they need to score 4.8 or higher in ACCESS. Harris (2010) found that ELLs were required to reach the same goals as their native speaking peers in order to show fluency in the four language abilities, however, these students must complete all the necessary academic requirements to obtain the certifications before they reach 21 years of age. Sullivan (2016) reported that in many states the implementation of Common Core State Standards (CCSS) raised difficulties in the mainstream classes and for the mainstream teachers.

Teaching ELLs Strategies

This section presents strategies for ESL and core class’ teachers to help ELLs progress academically and adjust more easily to a new culture. According to Rodriguez, et al. (2009), designing extra-curricular activities not only helps ELLs adapt to the educational system. They are also opportunities to interact with their teachers and peers in different contexts. Rodriguez, et al. (2009) claimed that extracurricular activities help students improve their language and cultural adaptation process. While teachers supervise the progress of the ELLs, students can also

learn how to use their free time to improve their language and social skills. Rodriguez, et al. added that with these activities, students improved their academic performance. Rodriguez, et al. found from a variety of academic domains that the way students perceive their academic strengths and processes has a big impact on their self-esteem. Bullard (2008) explained the importance of parental involvement in the child's academic and assimilation process. Parental involvement brings benefits for the entire community; it helps develop self-esteem and positive attitudes in both the parents and the students. In addition, it reduces drop-outs rates, increases high school attendance, and improves students motivation and behavior. According to Bullard (2008), it is essential to ELLs' educational processes that mainstream teachers learn about the educational approaches that exist in other countries. Mainstream teachers must be explicit about what they do and why they do it by setting long-term goals that allow students to visualize their processes. Additionally, they should meet with parents in order to explain to them the importance of parental involvement.

Frank (2011) explained that instructional strategies help ELLs reach their academic and cultural goals. Frank (2011) recommended promoting literacy skills by providing individualized attention to students in order to provide adequate support. Other strategies were to encourage the students' participation in active learning lessons in a social setting, to promote hands-on and meaningful activities that allow student/teacher interaction, as well as create classroom communities and learning spaces so that students can feel as though they are a part of the community. Hansen-Thomas (2008) promoted the implementation of Shelter Instruction Observation Protocol (SIOP) not only for ESL teachers, but also for the mainstream teachers. The sheltered instruction model promotes techniques that help both immigrant and non-immigrant students reach their full potential. Hansen-Thomas (2008) claimed that SIOP provides

the same quality in education that is offered to native speakers. SIOP uses the communicative approach, stressing the importance of communication and function over grammar and form to teach the language within a real context.

Tinajero (2001) claimed that the classroom environment plays an important role in the literacy development of ELLs. The environment of the classroom, the teacher's beliefs and attitudes toward the ELLs students, and the strategies implemented by the teacher all bring opportunities to acquire the new language. Tinajero (2001) explained that classroom interaction, natural language activities, and cooperative learning activities are opportunities to improve the ELL's acquisition.

Harper and Jong (2005) stated that teachers must create lesson plans that fulfill all students' needs. Often, mainstream teachers do not realize that their speech, lessons and classroom routines can all be confusing for the ELLs. Many educators that teach in higher levels mostly stress content and cognitive goals, without paying attention to the language through which the learning takes place. As a result, educators may be unmindful of the language difficulties that are demanding for ELLs. Brady (2015) stated that it is crucial to create awareness in order to encourage the communication and interaction that will provide students with a sense of belonging within the classroom. Harper and Jong (2005) stated that ELLs come to school with their L1 and their life experiences; unfortunately, students often do not express what they know or want in the L2 due to the limitations in the L2.

Brady (2015) explained the importance of cooperative group strategies that help ELLs adapt more easily to the new environment. Brady also recommended that teachers group students by mixed abilities, as well as select materials that fulfill the needs of the ELLs, create routines, and use lots of repetition and graphic organizers. Hansen-Thomas (2008) presented strategies to

improve the mainstream teaching practices toward ELLs. Hansen-Thomas (2008) promoted the use of cooperative learning activities, key content vocabulary, the use of the L1 to introduce complex topics, hands-on activities, and the use of authentic material. Tinajero (2001) stressed that when teachers understand the benefits of being bilingual and use biliteracy materials in the classroom, the acquisition of the second language literacy abilities improve.

O'Neal, et al. (2008) claimed that ELLs present a variety of linguistic needs. In order to help them fulfill those needs, it is important to value the ELLs previous knowledge and then implement literacy material in the student's home language. Schools and teachers must find resources about the students' heritage by seeking regional universities for collaboration. They must also include the SIOP model in the core subject's curricula and provide in-service teachers clear strategies they can use with their ELLs. Bullard (2008) stated that it takes five to seven years to get the Cognitive Academic Language Proficiency (CALPS), and for this reason teachers need to adapt to the new challenges by implementing strategies that help students reach their academic potential and personal goals, and thereby provide the same learning opportunities as their native speaker peers. Tinajero (2001) pointed out the importance of taking advantage of ELLs' literacy experiences that help to develop the comprehension of the concepts. Furthermore, Tinajero (2001) stressed the importance of recognizing, which students read fluently in the L1, what experiences they have in literacy, in order to introduce them to the English written text. Harper and Jong (2005) claimed that teachers could encourage students' access to their content by offering on L1/ L2 words that have the same spelling and meaning, especially for students that speak a Romance language. Calderon and Slaak (2019) explained some strategies that might be beneficial to ELLs, one of which is to present the vocabulary from the previous unit. Students can also read with their native language peers, and they can sit in a roundtable to allow

discussions and debates in class. Teachers must encourage students to present prewriting or draw writing to receive feedback. Calderon and Slaak (2019) said that it is also important that mainstream teachers teach where the technical words they use in their core classes come from. Mainstream teachers should ask students to repeat the words that are going to be used in the study unit and provide dictionaries for word definitions. Teachers must also allow ELLs to translate to their L1, if needed and select comprehensible phrases to present a text.

Hansen-Thomas (2008) emphasized the importance of slowing down the teacher's speech for ELLs to understand instructions and explanations. Teachers must avoid the use of slang and provide adequate language learning resources. Harper and Jong (2005) claimed that to the extent that mainstream teachers create awareness of language development patterns used with native speakers, these patterns might be also beneficial to develop language literacy with ELLs. Mainstream teachers must understand the characteristics of the second language development process, as well as how the L1 and L2 relate to each other.

Finally, Farrelly, Tomas and Shapiro (2014) presented a variety of class activities to implement within the core classes that can ease the ELLs integration processes. One of the activities recommended is a peer interview in which students interview their classmates or a partner. They are instructed to find someone, when all the students received a card with sentences, for whom a given sentence is true. This activity promotes group work and makes possible evaluation of background knowledge. The debates promote critical thinking skills and group work, as well as provide practice for negotiation. Another activity suggested is a poster session to help students learn how to summarize information, practice presentation skills and encourage professionalism. Panel discussion also encourages students to speak by practicing group instructions and by asking and responding to questions.

Chapter 3: Project design

The responsibility of every ESL and mainstream teacher is to guarantee that every student has access to an education of quality. Teachers must implement strategies to teach ELLs who struggle every day with second language acquisition and the cultural adaptation process. Every student—no matter what their race, color, nationality or religion is—has the right to receive the same educational opportunities. It is important that teachers reflect upon their practices and be prepared to assist ELLs to adapt to the new society with a focus on academic success. ELLs find the cultural assimilation and adaptation processes difficult—which is why teachers have the responsibility to be adequately informed of their ELLs' backgrounds, as well as the need to scaffold their lessons in order to help ELLs adapt to the new society. Within the classroom, teachers can work along with the school system's requirements in favor of the ELL community. Furthermore, mainstream teachers can implement strategies in their classes to make ELLs feel as though they belong to the new culture and social group, while simultaneously helping them to succeed academically.

Implementing teaching strategies for working with ELLs in mainstream classes is fundamental in helping ELLs reach their academic goals and adapt to a new culture. However, under many circumstances mainstream teachers find it difficult not only to decide, but to determine how to put the proper strategies that suit the ELLs needs into use. These actions will also help ELLs in their academic processes. Mainstream teachers have expressed that they have not had the required professional development to guide them through their work with ELLs. Mainstream teachers also might claim they have not received any strategies to implement with

the ELLs and have limited prior knowledge about the ELLs populations' cultural backgrounds. The lack of information and commitment have led many ELLs to fail in their core classes or even drop out of school. Hence, ELLs require specific strategies to help them develop their literacy and communication skills in the L2 and allow them to understand and integrate their original culture with their new environment. To smooth this transition concerning the two cultures and assure their academic success, teachers need to adapt their lessons and activities while considering the needs of the ELLs'. Based on these ELLs' needs and the difficulties ELLs have encountered in the last decades, I have created a workshop for ESL and mainstream teachers.

Koser (2016) explained that migrations have always existed in the history of humanity, and has been necessary for human evolution. For this reason, I have started the workshop providing teachers with general information about migration and the current situation of many ELLs. The first stage of the workshop has been intended to raise awareness of the social problems that had led the ELLs and their families to migrate to the United States, and their currently situation in the USA. Adelman and Taylor (2015) claimed that the immigrant population has significantly grown in North Carolina, and Public schools have felt the impact of this migration. The second stage of the workshop was intended to provide information about the numbers of ELLs that come to the USA classrooms every year, and the importance to know and to adapt the curriculum to suit every students' needs. The third stage is to raise awareness of the teacher's role and offers a variety of strategies to intervene to help the ELL's community to succeed in the American schools and society. The fourth stage is to present the legal requirement students need in order to succeed in this culture, as well as what teachers can do to help them excel in their academic requirements. In addition, the workshop addresses the language

requirements ELLs have to complete during their education and assimilation processes in the United States, and the test requirements. During the last stage, participants have found a group of strategies to implement in the mainstream classrooms. The strategies help students to adapt to the new culture and to reach the academic goals required by the educational system.

Sanchez (2017) claimed that students find the assimilation process challenging because of the limited access to quality instruction. The fact that the strategies to teach ELLs are limited in the core-classes and impede students' acquisition of the necessary elements to understand and communicate how they feel and what they know when they start their education experience in U.S. classrooms. Therefore, mainstream teachers are encouraged to adapt their classes and find strategies to assist students in their cultural and academic assimilation processes. Mainstream teachers need to know the strategies to help ELLs acquire the L2 in academic and informal contexts. Because ELLs' academic development depends on how teachers presents the material and the strategies to reach academic goals; practices must be responsible, reasonable and accessible to every student. Mainstream teachers must provide students with possibilities to adapt, understand, and use language strategies that fulfill their daily needs. In order to offering this support, teachers need professional development to obtain the strategies to work with ELLs. Even though teachers want to help ELLs, they need ideas and more knowledge in order to meet ELLs' needs. There are a variety of resources to raise awareness about the importance of adapting instruction and classes to suit ELL needs inside the classroom. However many teachers struggle selecting strategies that helps the ELL's adaptation process.

Chapter 4: The project

Working with teachers brings possibilities to create and implement strategies to work with ELLs taking into account their first language and their culture; moreover, teachers can interact and learn from each other's experiences. This workshop has highlighted the importance of knowing the ELLs' populations and the need to implement strategies to help ELLs in their adaptation and academic processes. Teachers need to assure students are motivated and engaged with their lessons in order to reach their academic and personal goals.

Every day many teachers struggle teaching ELLs; the lack of strategies and support have led them to provide the same lesson to every student, no matter what the ELLs need. This workshop was intended for mainstream teachers who have had ELLs in their classrooms and who have struggled in adapting their lessons to ELLs. The workshop was divided in five stages. The first stage sought to raise awareness of the social problems that had led the ELLs and their families to migrate to the United States, as well as their current situation in the USA. The second stage provided information about the numbers of ELLs that come to USA classrooms every year, and the importance to know and adapt the curriculum to suit every students' needs. The third stage raised awareness of the teacher's role and offered a variety of strategies to intervene in order to help the ELL community succeed in American schools and society. The fourth stage presented the legal requirements students need in order to succeed in this culture, what teachers can do to help them excel in their academic requirements, and the programs models and Standardized Test: ACCESS. The last stage addressed the language requirements ELLs have to complete during their education and assimilation processes in the United States, and strategies to

implement in the mainstream classrooms. These strategies help students to adapt to the new culture and to reach the academic goals required by the educational system.

The workshop's main objective is to know the ELLs better and discover strategies to implement in the mainstream classes to help ELLs in their academic and assimilation processes. After participating in the workshop, teachers will be able to recognize ELLs in their classes, and have a basic knowledge of who they are and why they are in the US. Teachers will acknowledge the statistics and the importance to integrate strategies in their lessons that fulfill the ELLs needs, as well as the academic and cultural challenges that ELLs go through. They also will be able to implement and search for strategies to communicate with ELLs' parents and families. This workshop will facilitate strategies for teachers on how to explore the ELLs' backgrounds and life experiences. They will also have the opportunity to hear from ESL teachers' recommendations and experiences, as well as listen to real testimonies from former ELLs in order to raise awareness about the difficulties they have faced in adapting to the new culture. Teachers will also have the opportunity to share their experiences working with ELLs in their classes. They will discuss the challenges they have encountered in teaching this community and which teaching strategies or resources they have implemented and if they have worked for them or not.

| Outline and schedule for a 90-minute workshop | |
|--|---|
| 20 minutes | Introduction, presentation and warm-up exercise: stage 1- Raise awareness |
| 15 minutes | Stage 2 - Acknowledging ELLs in the US classrooms |
| 15 minutes | Stage 3 - Teacher's role |

| | |
|------------|---|
| 15 minutes | Stage 4 - Programs Models and Standardized Test: ACCESS |
| 15 minutes | Stage 5 - Strategies |
| 10 minutes | Conclusion, questions and workshop evaluation |

An Integrative Workshop for Assisting ESL Learners in Their Processes of Assimilation

Welcome to Promoting Cultural Awareness among educators workshop. This workshop has been designed to empower mainstream schoolteachers, administrators, and school communities to acknowledge ELLs' populations. The workshop presents strategies that suit ELLs academic needs and, at the same, time help students in their cultural adaptation process. This workshop was created as a part of the TESOL Master program, offered by Greensboro College, and it has been divided in five stages. The activities designed in every stage aim to raise awareness of the importance of knowing ELLs, create lessons that suits ELLs' needs, and help students adapting to the new culture academically and culturally.

Stage one, Raise awareness

In this stage, participants will raise awareness about the difficulties students and families had in their home countries. It also will encourage participants to reflect on the situations these families have experienced that have caused them to make the decision to seek help and shelter in the United States. This stage begins with a series of sounds that took place in countries that face

war and conflict every day. For one minute, participants will listen to the sounds, and then they will answer the following questions: In which part of the world do you think these sounds took place? What do you think is happening in these places? Imagine you have to face a similar situation, what would you do? Participants share their answers with the whole group, and reflect on the worldwide conflicts that many countries have to face. These conflicts are the reasons that cause people to migrate to the United States or European countries.



Listen to the sounds and reflect

<https://www.youtube.com/watch?v=u7DAoqeDq>
<https://www.youtube.com/watch?v=0398l21xe4>

1. In which part of the world do you think these sounds took place?
2. What do you think is happening in these places?
3. Imagine you have to face a similar situation, what would you do?

Figure 4.1: Sounds from the Border

After listening to the sounds, participants will be exposed to a set of images to reflect on the situations ELLs have lived in before coming to the United States.



Figure 4.2: World Conflict Images

After observing the images, participants will answer the following questions: What are the reasons many families have to migrate to the United States? Participants will share their answers and reflect on the difficult situations that many of the ELLs live in before entering the United States.

Observe the images and answer the following question

What reasons do people have to migrate to the United States?

WHY? WHY? WHY? WHY?

Figure 4.3: Reflection Question

Participants will have the opportunity to listen to two testimonies from two former immigrant students that came to the United States from countries undergoing conflict. The two

students already overcame all the difficulties; they finally graduated from college, after an arduous experience.



Figure 4.4: Testimonies

In the next activity, the presenter will ask participants to gather in groups of three. Each group receives a short paragraph with a conflict situation and a country.

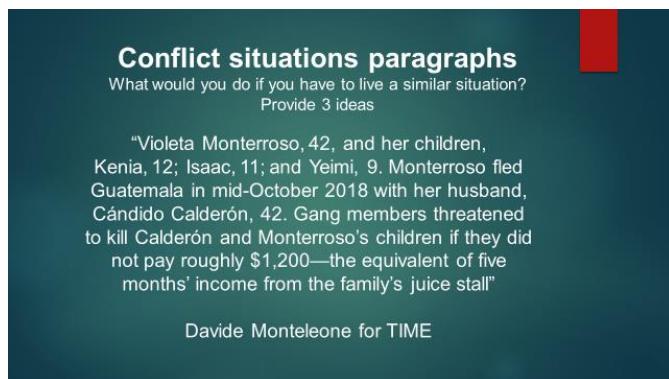


Figure 4.5: Real Situation Paragraph

Participants will describe what they would do and expect if they were living the same experience. The objective of this activity is to give participants the student's perspectives of the

conflict. After the participants finish, each group will share their answers. As a group, they must come with ideas to help the ELLs communities.

Stage two, Acknowledging ELLs in the US Classrooms

In this stage, participants will acknowledge the number of ELLs that join American classrooms every year. First, participants will answer three questions regarding the immigration statistics in North Carolina's schools. Questions one: How many immigrants come to the United States every year? Question 2: How many immigrant students join North Carolina Public Schools every year? Question 3: What top five countries do the most immigrants come from?

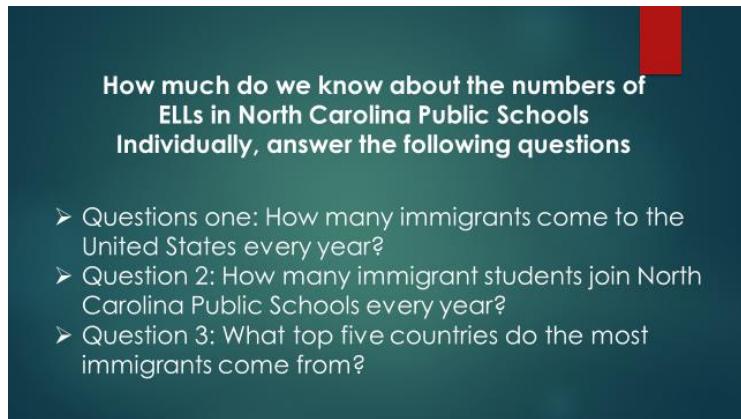


Figure 4.6: Questions about ELLs in NC Public School

Second, participants will reflect on the numbers of immigrant students that join public schools every year and will write suggestions to integrate these students into the school system.

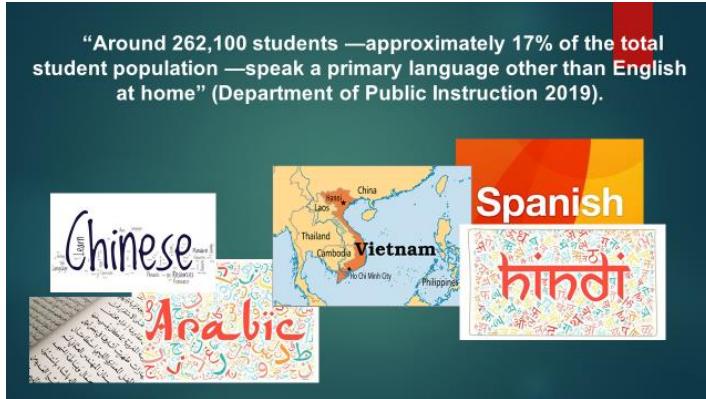


Figure 4.7: Five Spoken Languages by ELLs in NC Public Schools 2019

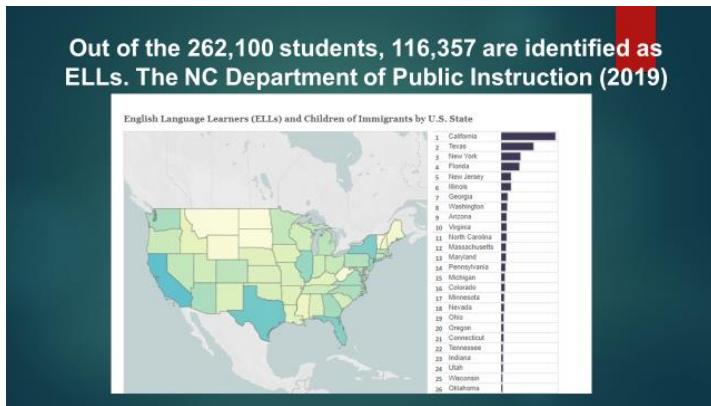


Figure 4.8: ELLs in NC Public Schools (2019)

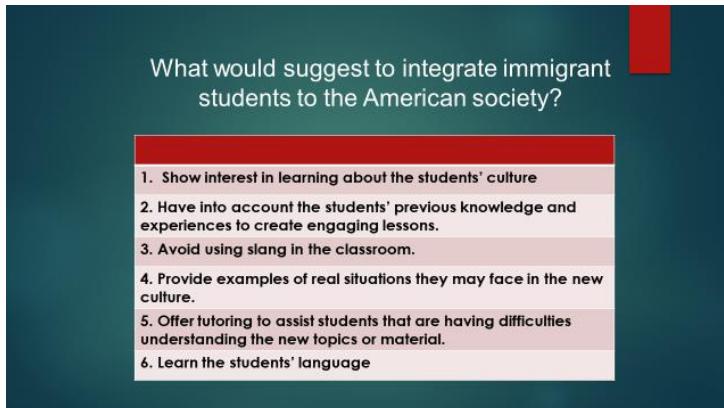


Figure 4.9: Cultural Integration Suggestions

Third, after reflecting on the numbers, participants will analyze how many migrant students there might be in the next decades and why it is important to be prepared.



Figure 4.10: Percentage of Immigrants Entering the USA (2016)



Figure 4.11: Numbers of ELLs by 2023

Fourth, participants will visualize the maps and statistics of the growing immigrant populations and what the school system is already doing to help this community in their academic and adaptation processes.

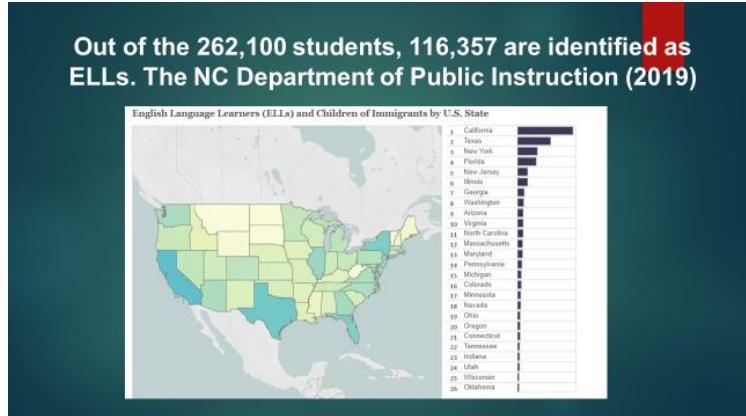


Figure 4.12: ELLs in NC Public Schools 2019

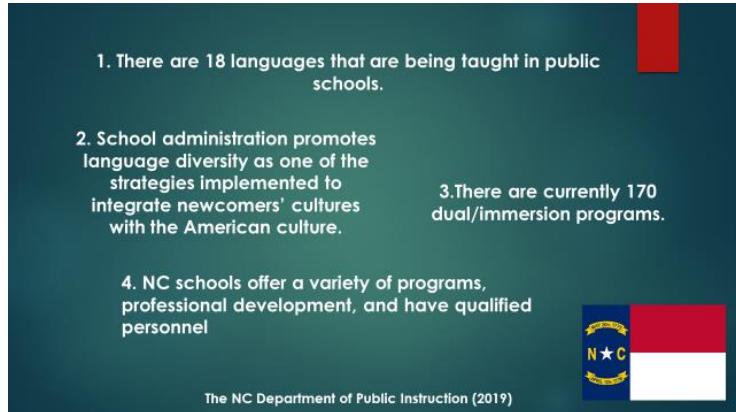


Figure 4.13: ELLs Program Models NC Department of Public Instruction 2019

Stage three, Teacher's role. How Teachers Can Participate

In this stage, participants will reflect on their role as teachers. This part of the workshop is intended to motivate participants to create awareness of their own teaching practices, and to reflect on the role they have had as teachers in their years of experience. The presenter asks participants to read the question on the screen and reflect on that question for one minute. The question is “What has been my role as a teacher?” The answer to this question will be an

important part of the conclusion of stage 3. Inform the participants that they will need the answer to this question at the end of the activity.



Figure 4.14: Teachers' Role

Participants are asked to work in groups of three. To divide the group into subgroups, the presenter uses a grouping strategy called the cluster strategy. The presenter asks participants to cluster in groups of three based on the number of siblings they have. People with no siblings, one or two, work together; people with three and four siblings work together; and people with five or more siblings, work together. When the teams are ready, participants will watch a 3:40-minute video, where they will observe a classroom experience in a math class.



The Importance of ELL Strategies - Immersion (Moises in Math Class)

Figure 4.15: Implementing ELLs Strategies

After watching the video and within their groups, participants reflect on the perceptions they have on the teacher's role. Participants write their ideas to share with the whole group. After reflecting on the teacher's role from the video presented, participants will answer some questions regarding their roles in the classroom: What is your role as a teacher in a class where you have ELLs? And what is your role as a teacher in a class where you do not have any ELLs? Does your role change depending on the participants? Or would you teach the same way?

After reflecting on the video, answer the following questions

1. What is your role as a teacher in a class where you have ELLs?
2. what is your role as a teacher in a class where you do not have any ELLs?
3. Does your role change depending on the participants?
Or would you teach the same way?



Figure 4.16: Reflection Questions

After answering these questions, participants share their answers and share the ideas they wrote about the teacher's role. The presenter reflects on the participants' answers, and presents a group of ideas no mention by the audience to complement the teacher's role in a culturally diverse classroom.

Stage four, Programs Models and Standardized Test: ACCESS

At this stage, participants will acknowledge the ELLs program models, the models implemented by NC schools, and the test requirements ELLs need to reach in order to succeed academically. The presenter shows the title ELLs program models, and asks the participants if they know what they mean. After sharing ideas, the presenter and the participants explore the different program models and the pros and cons of each model.

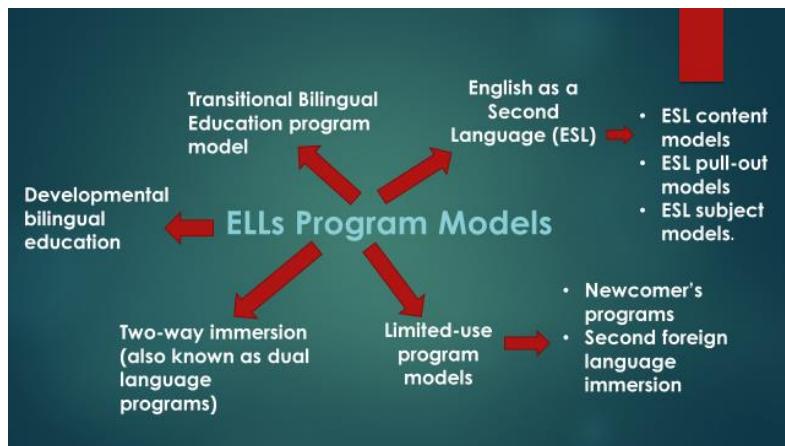


Figure 4.17: ELLs Program Models Diagram

Participants share the models they are currently using at their institutions, and share their opinions about the effectiveness of these program models at their respective institutions. After analyzing all the program models, participants will select the program model they consider will suit ELLs' needs. Participants share ideas about how to implement the model strategies in their mainstream classes. After reflecting on the models as a group, participants complete a chart with useful ideas from each model to implement in their mainstream classes.

To introduce the ACCESS test, the presenter shows a Spanish required test and asks participants to look at the first section of the test, and then answer questions from one to five. The presenter provides 5 minutes to answer the multiple-choice questions. The questions are in Spanish.

Subject Test Spanish with Listening

Question 1 of 9

In this part of the test you will hear four sentences, designated (A), (B), (C), and (D). They will not be printed in your test booklet on the actual test. As you listen, look at the picture in your test booklet and select the choice that best reflects what you see in the picture or what someone in the picture might say. You will hear the choices only once.

Select an Answer

(A) A

(B) B

(C) C

(D) D

View Correct Answer

Disclaimer: The script you see here is provided as supplemental information, but would not be available in an actual test.

(A) ¡Qué instrumento tan grande!

(B) ¿Por qué esté leyendo la novela?

(C) El hombre dirige bien la orquesta.

(D) Los músicos marchan todos paso a paso.

0:00 / 0:19

Figure 4.18: Spanish Test Questions

Five minutes later, the presenter asks how they feel. If they did or did not answer the questions? And why? The objective of this activity is to make participants feel exactly how many ELLs feel when they have to face standardize test. The presenter makes a reflection about the standardized test and shares thoughts about how students feel in front of the ACCESS test. After reflecting upon the test, participants write ideas about how to contribute to reducing the stress levels of standardized tests that many students may experience when they start their education process in the USA. After sharing the ideas with the whole group, the presenter explains the ACCESS test, the requirements to pass the test, the different parts of the test, and strategies mainstream teachers can implement in core classes to help ELLs to improve their scores on this test.



Figure 4.19: ACCESS Test Definition

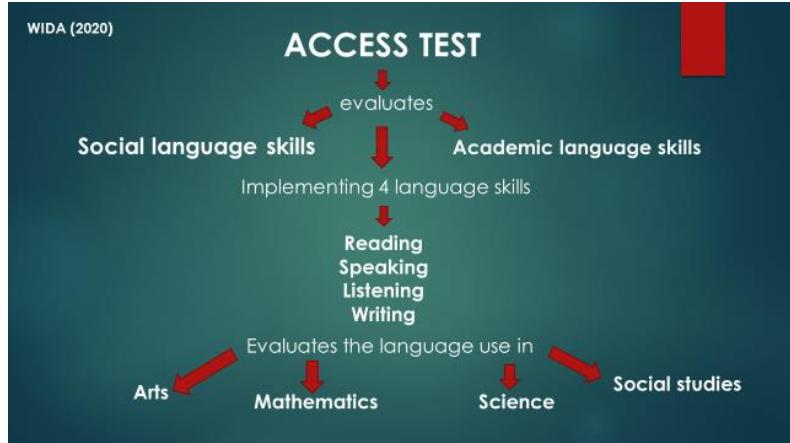


Figure 4.20: ACCESS Test Structure

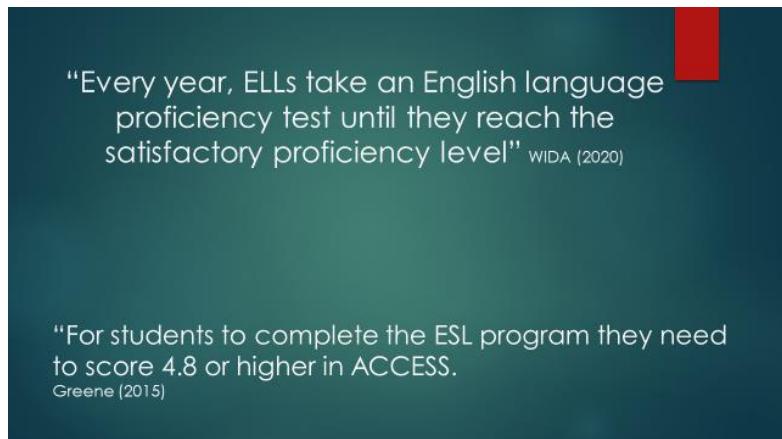


Figure 4.21: ELLs ACCESS Test

Stage five, Strategies

In this stage, the presenter will offer different strategies that mainstream teachers can implement in their classes to assist ELLs in their academic and cultural processes. This stage is divided into two parts. In the first part, participants will share strategies that they have used in their classes. In the second part, the presenter will share 10 different strategies to use in class.



Figure 4.22: Strategies implemented

In the first part, the presenter will ask participants to read a real school situation. Working in pairs, participants write two strategies to use for that particular situation. The objective of this activity is to have multiple ideas about the strategies teachers are currently using in their classes.

Classroom scenario

"My classroom phone rang, and the secretary told me the custodian was bringing down an extra desk because I was getting a new student. The secretary came down with my new student, Ricardo, his mother, father, and two younger siblings. Ricardo looked nervous as the secretary introduced me to his parents and him in Spanish. I told him I was excited to have him in our classroom and asked him if he wanted to hang up his jacket and go see his new desk. Blank stares and no response. The secretary immediately translated, and we headed into the classroom. She explained to me that the parents wanted Ricardo in English instruction all day because they felt this was the best and fastest way to learn to speak English"

Figure 4.23: Classroom Scenario

The presenter asks participants to volunteer for reading aloud the situations and providing the strategies the group wrote down. After reflecting on this activity, participants share their experiences related to the situations shared by the presenter. All the participants share their strategies.

In the second part of this stage, the presenter will show specific strategies to work with ELLs using real examples. Participants will have the opportunity to share and provide more strategies that can complement the ones presented.

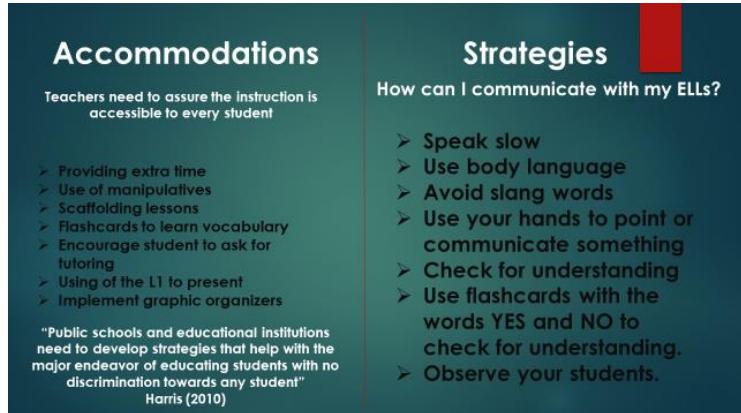


Figure 4.24: Strategies and Accommodations

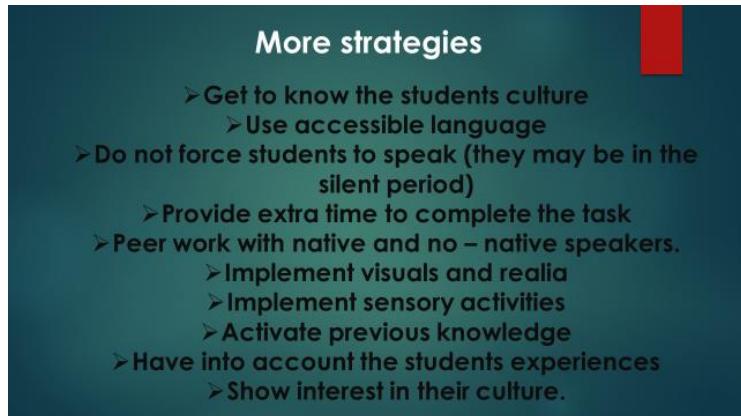


Figure 4.24: Strategies and Accommodations

To conclude the workshop, the presenter will provide a summary of the concepts and materials shared. After the presentation of the topics, participants cluster in a group of three to reflect on the material shared during the workshop. Orally, every member of the group shares what was new and how would they implement what they learned in their classes. The presenter opens a question and answer section where participants will have the opportunity to ask questions about specific material, strategies, or any topic they need further information. In the end, the presenter share a google form link with five questions regarding the workshop. This workshop evaluation survey will help the presenter to improve the workshop for future presentations.

Chapter 5: Conclusion

Migration has always been a topic that made me reflect upon the millions of people that every year, forcedly, must leave their home countries. In the last decade, the violence the world has experience has caused thousands of families and people to flee from their homelands seeking a better future. Having the possibility to work in the United States in a public school as a Spanish teacher helped me experience the realities many people live as immigrants. Talking with some ELLs from the school where I work and listening to their stories made me think about how I could help my students. Most of the ELLs from my school came to the United States with the desire to finish their studies, be professionals, and work to help their families. In most of the cases, people move and leave everything, not because they want to leave, but because they are forced to flee.

Reading immigrants' testimonies, watching interviews, talking with my students, friends and acquaintances that have experienced moving from the place they love, leaving their family and friends behind to seek a better future guided me to choose my research topic and made me wonder about the power we have as teachers to help these communities. One of the books that inspired me to work on my thesis project was the *Line Becomes a River* by Francisco Cantú. In his book, he described his experience as a border patrol officer, and he, as half-Mexican – American, described the horror many families and people experience trying to cross the border, and how careless and indifferent the governments can be in the face of this reality. In addition, what also motivated to me to research and work on this topic was an experience I had at the school where I currently work with one of my colleagues. He is an English teacher. He told me

he had a new student from Vietnam in his class and that the student did not speak a word in English. He asked me if, as a second language teacher, I had strategies for him to use with this student. At that moment, I just knew the ones I implemented in my classes. However, I researched about specific strategies for mainstream teachers, and I shared some of these strategies with him. At that moment, I thought about the teachers that were facing the same experiences, and I decided what my thesis topic was going to be.

Working on this project, I have explored not only the reasons that these families have to seek help and leave their home countries, but also the number of people that enter the United States every year, as well as the programs the state has implemented in the last decades to assist ELLs in their assimilation processes. I found that even though there is a variety of programs to assist ELLs, there are institutions that have implemented programs that have not been successful in helping these students with their academic and cultural processes. In addition, many institutions lack parental involvement because of language barriers. There are mainstream teachers struggling in scaffolding their lessons to offer education of quality to every student. I also found a myriad of resources and strategies to use in my classes.

This learning experience has motivated me to continue working to support the ELLs and the most vulnerable communities. Reading about this topic and acknowledging how much has been done, and all the strategies and programs that already exist has caused me to want to continue researching and working on future projects. I learned that all people deserve the same opportunities to reach their dreams. I learned that immigrants, refugees, and undocumented people are here because they need help to start a new life. They are here because they want to study; they want to be productive; they want to be a part of a society where they feel safe, protected and where they count as human beings.

The hope is that after teachers acknowledge these communities and families, after teachers know why people flee their lands and their realities, they might be more committed to their teaching practices. I also reflected on my role as a teacher. It has been an opportunity to evaluate my teaching practices, how I can spark awareness and help ELLs in their academic and cultural processes.

In the near future, I hope to use this project-workshop to work with mainstream teachers and ESL teachers; I want to use it wherever I go. I could also modify some of the content to offer it to EFL teachers.

In conclusion, it is teachers' responsibility to assure that the ELLs receive the same educational opportunities as the native-speaking students. Teachers need to implement strategies to help ELLs in their second language acquisition and cultural processes. Every student should receive the same educational opportunities. It is pivotal that educators raise awareness of their practices and be qualified to help ELLs to adjust to the American culture.

Appendices

Appendix A: PowerPoint Presentation

Promoting Cultural Awareness: An Integrative Workshop for Assisting ESL Learners in Their Processes of Assimilation

CAROLINA RIOS

Slide # 1

Main Objective

Acknowledge the ELLs' experiences and needs in order to implement accurate strategies in the mainstream classes



Slide # 2

General Objectives

1
Raise awareness of the social problems that had led the ELLs and their families to migrate to the United States

2
Provide information about the numbers of ELLs that come to USA classrooms every year

3
Raise awareness of the teacher's role and offer a variety of strategies to intervene in order to help the ELLs community succeed in American schools and society.

Slide # 3

General Objectives

4
Present the programs models and Standardized Test: ACCESS.

5
Offer strategies to implement in the main classes classrooms to help students to adapt to the new culture and to reach the academic goals required by the educational system.

Slide # 4

Listen to the sounds and reflect



<https://www.youtube.com/watch?v=uzDAoqeD8al>

<https://www.youtube.com/watch?v=0398ll21xe4>

1. In which part of the world do you think these sounds took place?
2. What do you think is happening in these places?
3. Imagine you have to face a similar situation, what would you do?

Slide # 5

Observe the images and answer the following question

What reasons do people have to migrate to the United States?

WHY? WHY? WHY? WHY?

Slide # 6



Slide # 7

Real testimonies

Yasmina Shaush



Yasir Biloo



<http://thisibelieve.org/essay/92252/>

<https://thisibelieve.org/essay/15416/>

Slide # 8

Conflict situations paragraphs

What would you do if you have to live a similar situation?
Provide 3 ideas

"Violeta Monterroso, 42, and her children, Kenia, 12; Isaac, 11; and Yeimi, 9. Monterroso fled Guatemala in mid-October 2018 with her husband, Cándido Calderón, 42. Gang members threatened to kill Calderón and Monterroso's children if they did not pay roughly \$1,200—the equivalent of five months' income from the family's juice stall"

Davide Monteleone for TIME

Slide # 9

How much do we know about the numbers of ELLs in North Carolina Public Schools Individually, answer the following questions

- Questions one: How many immigrants come to the United States every year?
- Question 2: How many immigrant students join North Carolina Public Schools every year?
- Question 3: What top five countries do the most immigrants come from?

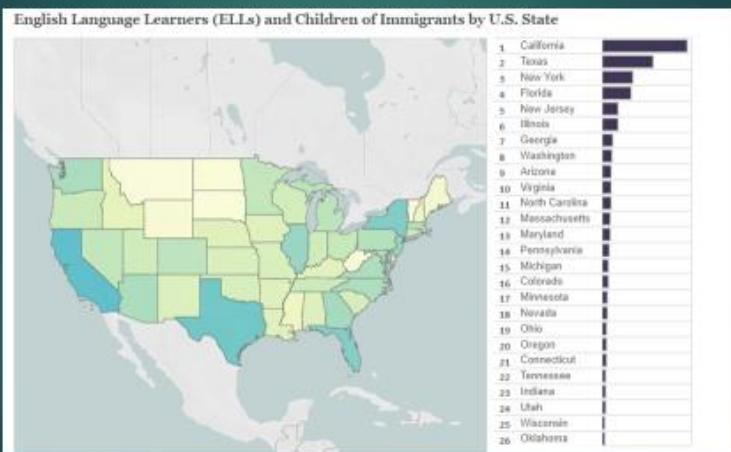
Slide # 10

“Around 262,100 students —approximately 17% of the total student population —speak a primary language other than English at home” (Department of Public Instruction 2019).

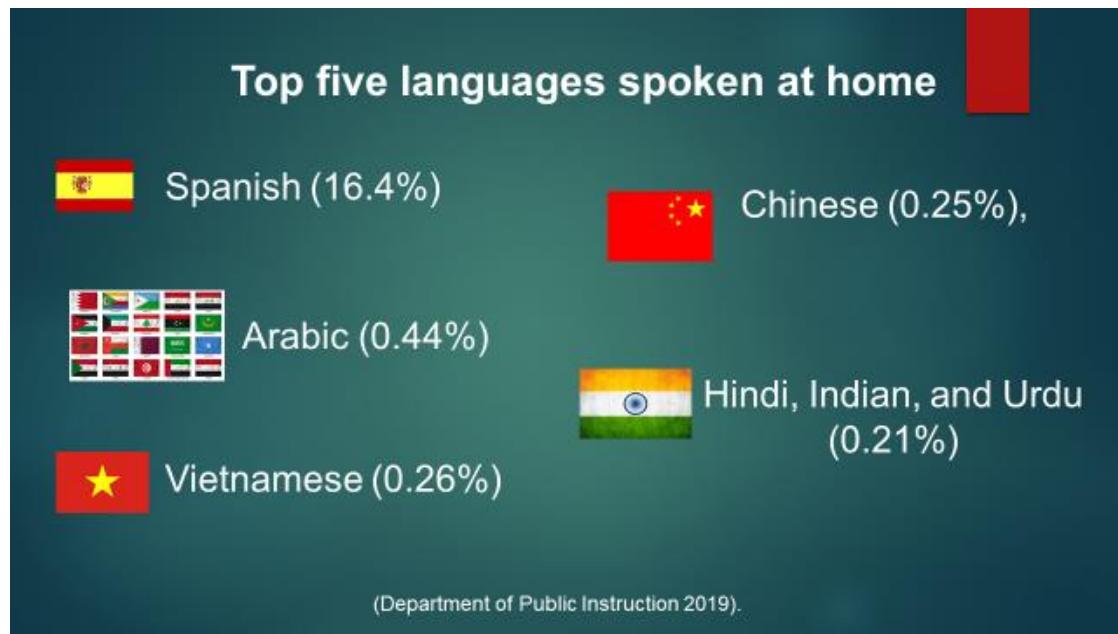


Slide # 11

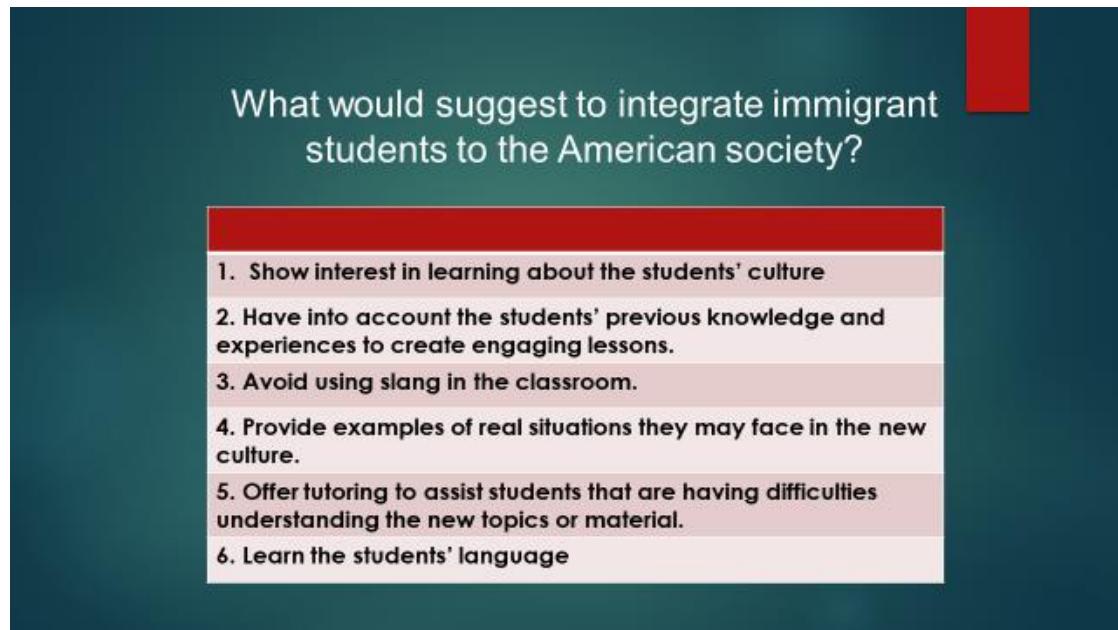
Out of the 262,100 students, 116,357 are identified as ELLs. The NC Department of Public Instruction (2019)



Slide # 12



Slide # 13



Slide # 14

"The American society has changed significantly in recent decades.

Around 30 million people-both documented and undocumented entered the country in search of better opportunities.

This migration phenomenon affects American classrooms"



Migration Policy Institute (MPI, 2016)

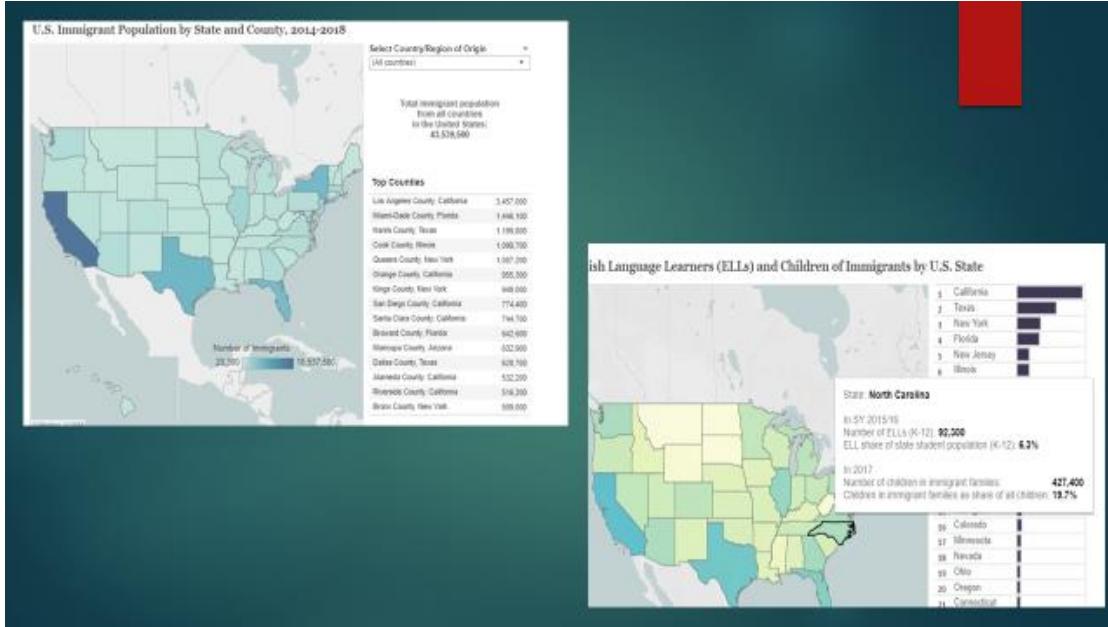
Slide # 15

"By 2023, the Latino student population is projected to make up 30% of early childhood through grade 12 enrollments"



Howard and Taylor (2015)

Slide # 16



Slide # 17

What the State is already doing

The NC Department of Public Instruction (2019) is aware of the rapid growth of the ELL's population and for the most part is committed to it. North Carolina offers programs that help ELLs reach their academic goals and better adapt to the new culture.

Slide # 18

1. There are 18 languages that are being taught in public schools.

2. School administration promotes language diversity as one of the strategies implemented to integrate newcomers' cultures with the American culture.

3. There are currently 170 dual/immersion programs.

4. NC schools offer a variety of programs, professional development, and have qualified personnel

The NC Department of Public Instruction (2019)



Slide # 19



What has been my role as a teacher?



Slide # 20

Watch the video and reflect upon the teachers' role
<https://www.youtube.com/watch?v=D6HUv2eFdLg>

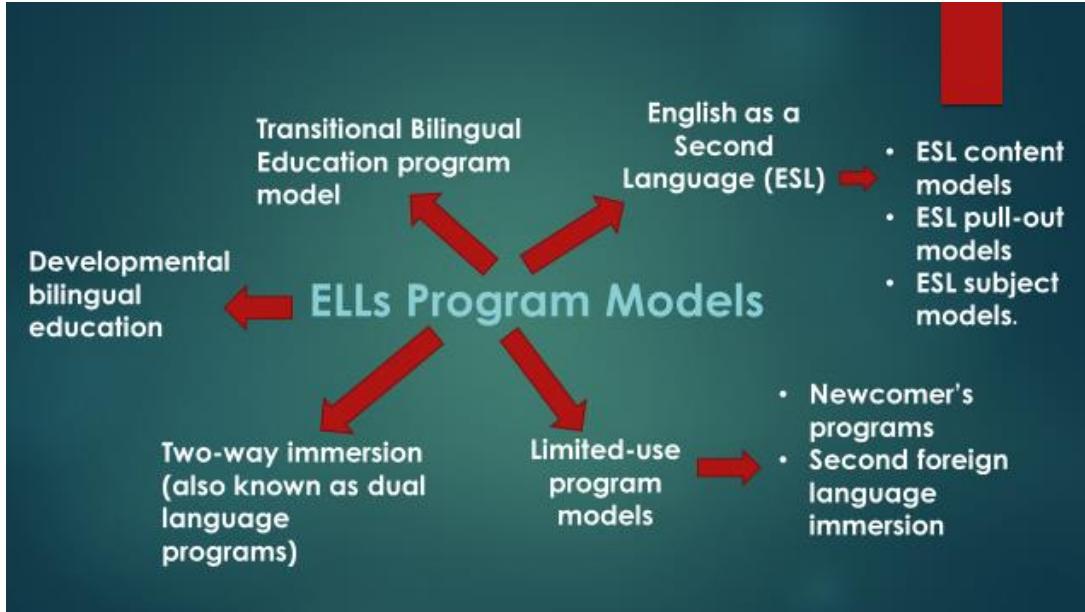
| Ms. Petersons' strengths | Ms. Petersons' weaknesses |
|--------------------------|---------------------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

Slide # 21

ELLs Program Models



Slide # 22

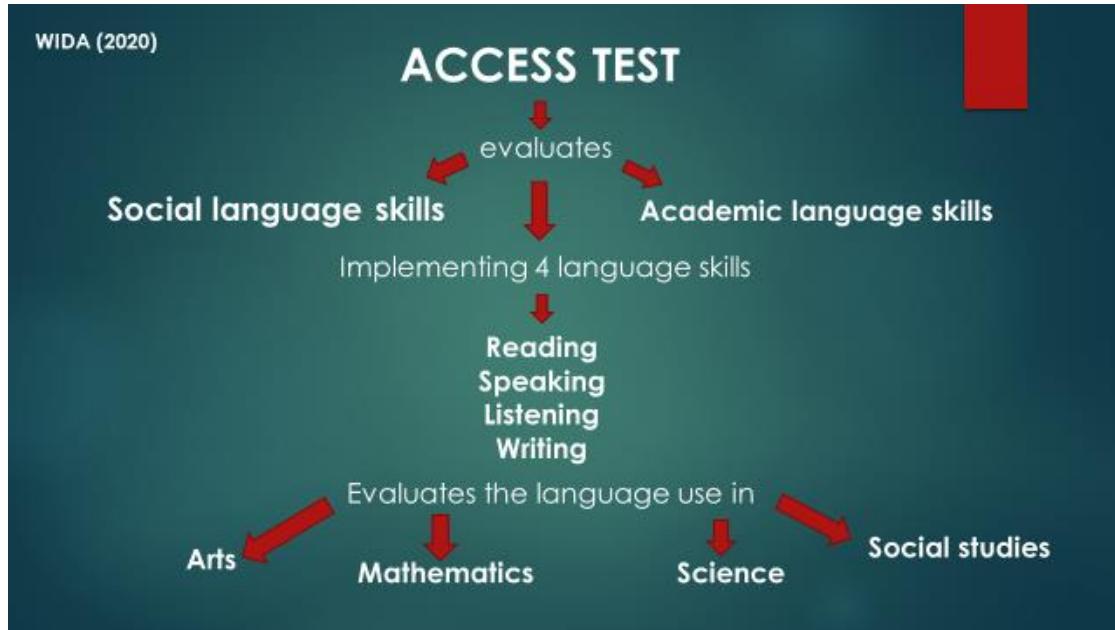


Slide # 23

ACCESS test (Assessing Comprehension and Communication test in English State-to-state)

- "ACCESS is a large-scale, high-stakes, 1 standards-based, and criterion-referenced English language proficiency test administered in the United States annually to more than 840,000 English Language Learners (ELLs), in K-12 classrooms." . Fox and Fairbairn (2011)

Slide # 24



Slide # 25

"Every year, ELLs take an English language proficiency test until they reach the satisfactory proficiency level" WIDA (2020)

"For students to complete the ESL program they need to score 4.8 or higher in ACCESS.
Greene (2015)

Slide # 26



What strategies have you implemented to help ELLs in their assimilation processes?



Slide # 27

Classroom scenario

"My classroom phone rang, and the secretary told me the custodian was bringing down an extra desk because I was getting a new student. The secretary came down with my new student, Ricardo, his mother, father, and two younger siblings. Ricardo looked nervous as the secretary introduced me to his parents and him in Spanish. I told him I was excited to have him in our classroom and asked him if he wanted to hang up his jacket and go see his new desk. Blank stares and no response. The secretary immediately translated, and we headed into the classroom. She explained to me that the parents wanted Ricardo in English instruction all day because they felt this was the best and fastest way to learn to speak English"

<https://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions>

Slide # 28

Accommodations

Teachers need to assure the instruction is accessible to every student

- Providing extra time
- Use of manipulatives
- Scaffolding lessons
- Flashcards to learn vocabulary
- Encourage student to ask for tutoring
- Using of the L1 to present
- Implement graphic organizers

"Public schools and educational institutions need to develop strategies that help with the major endeavor of educating students with no discrimination towards any student"

Harris (2010)

Strategies

How can I communicate with my ELLs?

- Speak slow
- Use body language
- Avoid slang words
- Use your hands to point or communicate something
- Check for understanding
- Use flashcards with the words YES and NO to check for understanding.
- Observe your students.

Slide # 29

More strategies

- Get to know the students culture
 - Use accessible language
- Do not force students to speak (they may be in the silent period)
 - Provide extra time to complete the task
 - Peer work with native and no – native speakers.
 - Implement visuals and realia
 - Implement sensory activities
 - Activate previous knowledge
 - Have into account the students experiences
 - Show interest in their culture.

Slide # 30

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